



Research Paper

The Role of the School Principal in Increasing Teacher Motivation at the As-Syarif Foundation Kec. Pallangga Kab. Gowa

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Abstract: This research aims to determine (1) The role of school principals in increasing teacher motivation at the As-syarif Foundation Kab.Pallangga Kab. Gowa, (2) Obstacles faced by school principals at the As-syarif Foundation, Kec.Pallangga Kab. Gowa, and (3) The school principal's efforts to overcome obstacles in increasing teacher motivation at the As-syarif Foundation Kec. Pallangga Kab. Gowa. This research is qualitative research with data collection techniques used, namely interviews, observation and documentation. The informants in this research were 5 informants, the principal was the key informant, and 4 teachers at the As-syarif Foundation Kab.Pallangga Kab. Gowa was taken by Random Sampling as a supporting informant. The data analysis techniques used are data reduction, data presentation, data verification and drawing conclusions. Based on the research results obtained, namely (1) The role of school principals in increasing teacher motivation at the As-Syarif Pallangga Regency Foundation. Gowa through Educators, Managers, Administrators, Supervisors, Leaders, Innovators, Motivators, (2) Obstacles for school principals in increasing teacher work motivation at the As-syarif Foundation, Kab.Pallangga Kab. Gowa has teachers who do not want to admit that their quality is still low, especially in class mastery skills, as well as incomplete infrastructure, and (3) the efforts of the Principal of the Pallangga Regency As-Syarif Foundation. Gowa in overcoming the obstacles faced in increasing teacher work motivation is quite good by implementing approaches and coaching, implementing an open management system by establishing good communication between school members, mapping activity programs, providing rewards.

Keywords: Role of the Principal, Teacher Motivation

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I. INTRODUCTION

Education is seen as one of the most important investments a country can make, with the hope of improving the quality of its human resources, which will then help the country to prosper. According to (Arcadius, 2012) Education is an important factor in the development of a nation. The extent to which a country's citizens are able to receive education is often used as a measure of progress. The level of education of a society influences whether a country is developed or not. The contribution of education to the development of a nation is not just the provision of education, but also the quality of education, both in terms of input, process, output and outcome. Quality educational input can be seen from the quality of human resources, such as professional teachers, quality students, good infrastructure and a good learning curriculum. A quality education process can be seen from a quality learning process. To achieve an increase in the quality of education in a school, support is needed from components that can support the achievement of educational goals effectively and efficiently. These components include financing, teaching and education staff, facilities and infrastructure, and students who are ready to learn. In creating quality education through learning activities, school principals have an important role in improving teacher work performance in schools. The roles and functions that must be

carried out by the school principal as a leader as explained by the Education Service include: educator, manager, administrator, supervisor, leader, innovator and motivator. The role or indicator is to improve and enhance the teaching and learning situation. School principals are expected to be able to bring along teachers to carry out the learning process optimally in order to provide the best service to the community, especially students. Teachers are one component that occupies a central and strategic position in the education system. According to Ghifar et al., (2019) Teachers are the dominant factor in relation to improving the quality of education, because teachers are an inseparable part of the overall education system who are directly involved in the teaching and learning process, it is teachers who play a direct role in teaching and educating. In this regard, it is necessary to carry out various programs to improve the quality of teacher performance in developing aspects of education and learning. One of the factors that influences teacher performance is work motivation which motivates teachers to do a job, with high work motivation it will improve teacher performance (Irma et al, 2022).

Growing teacher work motivation in an educational institution is the school principal's hard work. The role of the principal in improving teacher performance is very important. School principals must focus more attention on activities in an effort to improve and increase the quality of learning through improving the performance of the teachers they handle (Susanto, 2016). The leadership of the school principal is a mediator who generates inspiration, motivation, support and guidance so as to direct the release of teachers' maximum potential and achieve improvements in school quality. The role of a teacher in terms of duties and responsibilities is not light, both as a teacher (instructional function) and as an educator (educational function). They will always face various problems in all matters of learning. If there is a lack of motivation from the principal or school, it can cause teachers to be less good at managing their professional attitudes and teaching skills. Teachers' poor professionalism in learning discipline can hamper the teaching and learning process that takes place in the classroom. Teacher work motivation is an important factor in improving teacher performance because it is the main driver for every teacher to carry out their professional duties in accordance with applicable regulations. And with the leadership of the school principal, he must be able to encourage or motivate teacher performance by showing a sense of friendliness, closeness and consideration towards the teachers. because good leadership behavior can encourage, direct and motivate all school members in realizing the school's vision and mission. Based on these problems, the school principal has a very important role in motivating teachers.

II. RESEARCH METHODS

This research is located at the As-syarif foundation, Kec. Pallangga Regency Gowa for 3 months and data collection was carried out in January - March 2023, even semester of the 2022/2023 academic year, in accordance with the school academic calendar. This type of research is qualitative research with a case study approach and is descriptive. According to Arikunto, case studies are an intensive, detailed and in-depth approach to certain symptoms. This research seeks to describe the role of school principals in increasing teacher motivation. The subjects in this research were the principal, namely MSL33, as the key informant and the teachers at the As-syarif foundation, Kec. Pallangga Regency Gowa is a supporting informant of 4 people.

By using research instruments such as placement researchers to explore the objects studied in the social sphere, precisely the role of the school principal is to determine the research focus, select informants as data sources, carry out data collection, assess data quality, analyze data, interpret data, and make conclusions.

Table. 1 Supporting Informant

No.	Teacher name	Coding	Gender	Age
1.	Syekh Tri	S.T	L	19
2.	Nur Anita	N.A	P	25
3.	Suheni Lino	S.L	P	49
4.	Muh. Faizal	M.F	L	22

Source: Processed Research Data 2023

This research uses appropriate data collection techniques and tools to enable objective data to be obtained. The methods used to collect data in this research are interviews, observation, documentation and literature studies which are carried out by making direct observations of the phenomena to be studied. The conversation is carried out by two parties, namely the interviewer who asks questions and the party being interviewed as well as written information related to the research problem.

This qualitative research requires examination techniques to determine the validity of the data. To obtain the validity of the data, examination techniques are required based on certain criteria, namely: degree of trust (transferability), dependability (dependability) and certainty (confirmability). The validity of the data in this research was obtained through triangulation. Triangulation is a technique for checking the validity of data that uses something other than the data as a comparison to that data.

The data analysis technique used in this research is qualitative descriptive analysis which is used to understand the role of school principals in increasing teacher motivation at the As-Syarif Foundation, Kec. Pallangga Regency Gowa with the data analysis components used consisting of data reduction, data presentation, verification or inference.

III. RESULTS AND DISCUSSION

The Role of School Principals in Increasing Teacher Motivation at the As-Syarif Foundation, Kec. Pallangga Kab. Gowa

The role of the Principal in increasing teacher motivation at the As-Syarif Foundation, Kec. Pallangga Kab. Gowa in terms of the Principal as an Educator, where the principal involves teachers in training to provide materials that can increase teacher professionalism. By creating a conducive work climate by providing discipline during working hours, praying together before entering class and paying attention to a neat and clean work environment, by holding light rehabilitation every year. Involving teachers and students in keeping the school environment clean and tidy, in order to provide teachers with comfort in carrying out their duties.

Furthermore, regarding the role of the Principal as Manager at the As-Syarif Foundation, Kec. Pallangga Kab. Gowa. This is in accordance with the opinion of E. Mulyasa (2004) explaining that the role of the principal as a school manager can facilitate and provide ample opportunities for teachers to carry out professional development activities by providing opportunities to continue their education or participate in training activities organized by other parties. The role of the principal as a manager has carried out his duties and functions, which can be seen from the coordination carried out by the principal with teachers and other staff so that the information received can be conveyed to his subordinates in order to achieve optimal performance.

The role of the Principal as Administrator at the As-syarif Foundation, Kec. Pallangga Kab. Gowa. This is in accordance with the opinion of E. Mulyasa (2004) who says that the school principal is an educational administrator who is responsible for the smooth implementation of education and teaching in his school. The role of the school principal as an administrator in managing administration at the As-syarif Foundation, Pallangga District. Gowa is based on the principle that the peg should not be bigger than the pole, which means that expenses should not exceed income because this could result in organizational turmoil and prioritize routine expenses that are mandatory, for example to buy administrative needs for example markers, attendance books, paper for print-outs, and others. Expenditures in this field are a necessity because school operations are very dependent on this field. Meanwhile, things that are development in nature such as buying fans, office cupboards, dispensers, etc. look at existing financial conditions.

The role of the Principal as Supervisor at the As-syarif Foundation, Kec. Pallangga Kab. Gowa. This is in accordance with the opinion of E. Mulyasa (2004) who said that as a supervisor, the school principal provides assistance when teachers and management staff encounter problems. The role of the school principal as a supervisor in carrying out his duties as a supervisor is quite optimal, by carrying out direct supervision, namely conducting class visits to see directly the teaching and learning process in the class, see what media is used and how the teaching materials are mastered. And apart from that, supervision is also carried out by looking at the schedule and attendance list of teachers and students. Then a meeting will be held to discuss ongoing activities. This is done to improve and develop the learning process carried out in class, as well as as a material for supervision and evaluation of teacher teaching in class. (Azmi, U. 2022).

The role of the School Principal as a Leader at the As-syarif Foundation, Kec. Pallangga Kab. Gowa This is in accordance with the opinion of E. Mulyasa (2004) who said that as a leader the school principal plays a role in influencing people to work together in achieving a common vision, mission and goals. For the sake of school progress, the principal himself creates programs that have been designed, such as evaluation, creating school programs, creating a vision and mission and creating teacher and personal work programs (Sari, I. I. 2022).

School principals as innovators about the role of school principals as innovators at the As-syarif Foundation Kec. Pallangga Kab. Gowa. This is in accordance with E. Mulyasa (2004) who said that as an innovator, a school principal is a dynamic and creative person who is not trapped in a routine. In this case, the school principal must have the ability to carry out reforms and the ability to implement the latest policies in the field of education. And here, based on the results of research found at the As-syarif foundation, Pallangga District. Gowa, the role of school principals in developing their duties as innovators or bringers of change is seen in terms of improving existing facilities and infrastructure in their institutions. If you look carefully, the principal without realizing it also increases teacher work motivation through what he provides in changing the school's progress (Sulastri, S. 2023).

The school principal as a motivator at the As-syarif Foundation Kec. Pallangga Kab. Gowa. This is in accordance with the theory of E. Mulyasa (2004) stating that as a motivator, the school principal must have the right strategy to provide motivation to education staff in carrying out their various tasks and functions. The role of the principal as a motivator can be said to be very good from the statements given by the teacher himself. By creating a working atmosphere and encouragement to increase the work spirit of teachers.

Obstacles faced by school principals in increasing teacher motivation at the As-syarif Foundation, Kec.Pallangga Kab. Gowa.

In the section that will reveal the obstacles in increasing teacher work motivation at the As-syarif Foundation, Kec. Pallangga Kab. Gowa, as explained by MSL33, the principal in his interview, said that there are still many teachers who do not admit that their quality is still low, especially in class mastery, managing learning programs, and the use of learning media and there are still teachers who do not carry out their responsibilities to carry out their duties optimally, such as lacking time discipline during teaching hours, arriving late during teaching hours, and not being disciplined in going in and out of class. Apart from that, another obstacle is the lack of awareness among teachers of the need for self-development and professionalism and their abilities. Furthermore, there is a lack of facilities and infrastructure, as well as the development of the school's physical environment because the land is limited. as well as the lack of books in the library which can be used as material for students to dig deeper into study materials.

This is in accordance with the opinion of NAP25 as a teacher at the As-syarif Foundation, Kec.Pallangga Kab. Gowa explained that there is no institution that does not have obstacles from all kinds of things, especially in terms of improvement, all of this cannot be overcome in terms of minimal funding, also coupled with weak human resources. For example, the problem of incomplete facilities and infrastructure is an obstacle for school principals in increasing the work motivation of teachers and other staff, especially the facilities and infrastructure that support the teaching and learning process. The lack of infrastructure in schools causes delays in the teaching and learning process which provides material for students to dig deeper into subject matter.

School Principal's Efforts to Overcome Teacher Work Motivation at the As-Syarif Foundation, Kec. Pallangga Kab. Gowa

Principal of MSL33 school at the As-syarif Foundation, Kec. Pallangga Kab. Gowa expressed efforts to overcome these obstacles, namely first by providing coaching and approaching teachers individually and in groups by holding scheduled meetings and individual coaching by taking an approach according to the problem. Second, by carrying out good communication between all personnel at the As-Syarif Pallangga Regency Foundation. Gowa, especially teachers and staff, because according to him, by building good communication, teachers and staff will not feel embarrassed to admit their problems. Third, by visiting the class as a follow-up to efforts to overcome the teacher's problems. Fourthly, we, the school, are working to fulfill facilities and infrastructure to support the teaching and learning process which are still lacking and which do not yet exist.

This is in accordance with the opinion of SLP49 and MFL22 as teachers at the As-syarif Foundation Kec. Pallangga Kab. Gowa, to overcome several existing obstacles, school principals usually use certain methods to solve the problem. He tries to establish good communication between fellow school personnel. And make frequent class visits, to see the extent of the teacher's mastery in class control and often instruct teachers to arrive on time and even do not hesitate to reprimand teachers who violate these provisions, both verbal and written warnings to support teachers' time accuracy and discipline.

Efforts of the Principal at the As-syarif Foundation, Kec. Pallangga Kab. Gowa in overcoming the obstacles faced in increasing teacher work motivation has done quite well by implementing approaches and coaching, with an open management system by establishing good communication between teachers and staff, mapping activity programs, as well as giving warnings to teachers who violate regulations, This is done to influence teachers' work motivation so that they are better able to develop their personal potential and professionalism.

An open management system by establishing good communication between school members, increasing effective communication between all school members, through interpersonal communication between the principal and teachers, teachers and teachers in the school with the aim of achieving the expected school targets, both in terms of school achievement. , student achievement and the most important thing is the service provided to students at school so as to make students capable, skilled and intelligent. This can be achieved by establishing two-way communication or intensive reciprocal communication, so that there is mutual openness and harmonious cooperation between the principal and teachers so that the goals to be achieved by the educational institution can be achieved.

Providing rewards is done to influence teachers' work motivation so that they are better able to develop their personal potential and professionalism. Rewards for teachers will increase teachers' motivation to teach and work better. Teachers feel motivated to work if the organizational climate at school is also good. Organizational climate has a positive and significant influence on teacher work motivation. Teacher motivation increases as the quality of the organizational climate increases. Rewards are a form of recognition for certain achievements given in material and non-material form by the school principal so that teachers work with high motivation and achieve achievement in achieving school goals.

IV. CONCLUSION

The role of the Principal in increasing teacher work motivation at the As-syarif Foundation, Kec. Pallangga Kab. Gowa, namely the role of an educator: Increasing the professionalism of teachers such as school principals, providing coaching such as training, as well as creating a conducive work climate by providing disciplinary instructions during working hours, carrying out prayers together before entering class, and holding light rehabilitation every year and paying attention to the work environment. which is neat and clean. As a Manager: there is coordination by implementing cooperation between the principal, teachers and other staff. As Administrator: management of infrastructure, school finances. As a Supervisor: Direct supervision, namely conducting class visits to see directly the teaching and learning process in the class, as well as seeing the results of the teacher's work report at the end of the month. As a Leader: Empowering human resources and creating work programs. As an Innovator: making changes in terms of facilities and infrastructure as well as learning. And as a Motivator: by creating a good and harmonious working atmosphere, as well as encouragement to increase teacher morale such as giving rewards. Obstacles for school principals in increasing teacher work motivation at the As-syarif Foundation, Kec. Pallangga Kab. Gowa there are teachers who do not want to admit that their quality is still low, especially in their ability to master the class, as well as incomplete infrastructure. Efforts of the principal of the Pallangga Regency As-Syarif Foundation school. Gowa, in overcoming the obstacles faced in increasing teacher work motivation, has done quite well by implementing an approach and coaching to implement an open management system by establishing good communication between school members, mapping activity programs, providing rewards..

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